



The Leadership Team: Roles and Responsibilities

The composition of the Leadership Team is critical to the process of identifying the root cause(s) of success gaps. Having varied perspectives provides the best chance to identify the policies, procedures, and practices that may be contributing the identified success gaps. LEA's can consider forming a new cross-departmental team or repurposing an existing team with the specific mission of identifying root cause(s).

When selecting team members it is important to consider a cross-representation of stakeholders. These stakeholders include educators, administrators, support personnel, and people who have experience working with the groups of children identified in the success gap. Team members should also include youth, families, and community partners knowledgeable about the children group for whom the success gap will focus.

Assembling a well-rounded team helps to ensure all perspectives are represented, considered, and valued.

- ◆ Representative of the School District – often a superintendent, curriculum director, building coordinator, or school principal who can influence change in policy and procedures and can contribute to the understanding of the education curriculum and has knowledge of district resources.
- ◆ General Education and Special Education Professionals – certified/credentialed staff who work with a range of student groups, including those identified as part of the success gap and who serve as an expert in universal instruction as well as multi-tiered intervention.
- ◆ Educational Professionals – individuals with experience collecting, analyzing, and explaining district/school data.
- ◆ Family Representatives – persons who represent the group of children experiencing the success gap.
- ◆ Students – of age and maturity level with an interest and willingness to participate can be included in team meetings as appropriate.
- ◆ Community Partners – individuals from other child and family serving organizations, particularly those with life experiences relevant to the groups of children identified in the success gap.